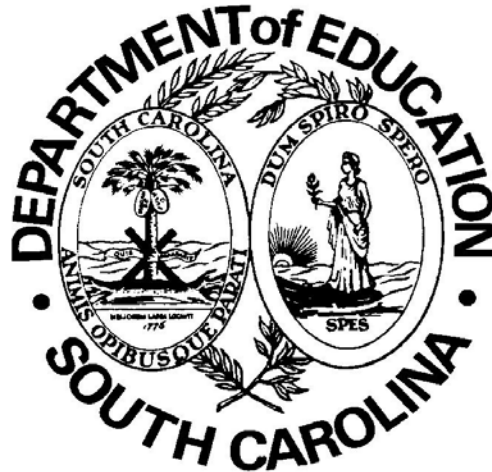# South Carolina Department of Education

English Literacy and Civics Education (EL/Civics) 2006-07 Program

Funded under the
Workforce Investment Act, Title II
Adult Education and Family Literacy Act

Request for Proposals (RFP)

Discretionary Competitive Subgrant Application
Package and Guidelines

Deadline for Receipt of Applications:
4:00 p.m., Thursday, July 20, 2006

Inez Moore Tenenbaum
State Superintendent of Education

Contact Information:

Theresa A. Fetner

Office of Adult and Community Education

South Carolina Department of Education

1429 Senate Street, Room 703

Columbia, South Carolina 29201

803-734-8080 or tfetner@sde.state.sc.us

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PART I: GENERAL INFORMATION

A. Introduction/Background

Title II of the Workforce Investment Act, Adult Education and Family Literacy, Public Law 105-220, provides federal funds to states for integrated English literacy and civics education services to immigrants and other limited English proficient populations.

The purpose of this grant program is not simply to expand English literacy services but to provide an integrated program of services that incorporates English literacy and civics education. To participate effectively in the education, work, and civic opportunities of this country, immigrants and other limited English proficient persons must not only master English but be able to understand and navigate governmental, educational, and workplace systems and key institutions, such as banking and health care.

The English Literacy/Civics programs shall offer literacy and civics education in a setting that accommodates limited English proficient learners. English Literacy/Civics will be available a <u>minimum</u> of 60 instructional hours per year. The State Department of Education (SDE) will support 40 instructional hours per year with the local adult education program committing to a <u>minimum</u> of 20 additional instructional hours per year.

B. Definitions of Terms Used

<u>Civics education</u>—an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.

<u>English literacy program</u>—a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

<u>Family literacy services</u>—services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:
   A) interactive literacy activities between parents and their children
   B) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
   C) parent literacy training that leads to economic self-sufficiency
   D) An age-appropriate education to prepare children for success in school and life experiences.

<u>Individual of limited English proficiency</u>—an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language,<u> and</u> 1) whose native language is a language other than English OR 2) who lives in a family or community environment where a language other than English is the dominant language.

<u>Literacy</u>—an individual's ability to read, write, and speak in English; compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

C. Eligible Applicants

Community-based and faith-based non-profit organizations (CBO's, FBO's), institutions of higher education, adult basic education programs within school districts, community action agencies, public housing authorities and libraries are eligible to apply for this grant. Eligible providers will serve as their own fiscal agents.

All applicants must have documented experience of <u>at least two years</u> providing English literacy and civics programs specifically designed for immigrant and/or refugee populations.

D. Estimated Available Funds

The U.S. Department of Education has allocated $188,568 to South Carolina for this discretionary competitive subgrant program. The SDE anticipates funding approximately 16 grants of $10,000 each for the first year of the two-year grant cycle, and it is anticipated that similar federal funding will be available for the second year of the two-year cycle, subject to appropriations from the U.S. Congress.

E. Grant Funding Period

The statute requires multi-year awards: the first year's budget is August 15, 2006–June 30, 2007. All programs must be operating by September 1, 2006. The second year's budget is July 1, 2007–June 30, 2008. Although this subgrant award is multi-year, continuation funding is contingent upon Congressional appropriations, the applicant's success in the first year, and the timely and appropriate expenditure of funds.

Each applicant whose subgrant proposal is awarded must comply with all subgrant requirements and submit an annual performance report following the first year of funding. The report will serve as the continuation application and must include performance measures and a project budget for the second year. The Office of Adult and Community Education will review the progress of each applicant in meeting the objectives of the program and will evaluate the program based on the indicators of performance to determine eligibility for funding for the second year of the funding cycle.

F. Statutory Requirements

1. A funded applicant must agree that:
   - funds will be used within its service area to sustain, expand, and improve an integrated program of services that incorporates English literacy with civics education to enable limited English proficient adult students to become active and informed parents, workers and community members.
   - its program will offer flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities or other special needs, to participate.
   - it is subject to the same federal and state requirements for reporting as AEFLA basic grant funded programs and understands that failure to meet reporting requirements or outcome projections may result in immediate suspension of funding.
   - not more than 5% of funds can be used for administrative purposes (planning, administration, personnel development, and interagency coordination).

- it will be evaluated annually, and evaluation results may impact future funding.
- it will use the Edvantage/LiteracyPro data collection system to submit NRS data concerning its program. National Reporting System's (NRS) Outcome Measures Definitions are located in this RFP.
- it will provide service to the most in need and hardest to serve.

2. Each subgrant application must contain an appropriate GEPA statement as described in this application package.

G. Authorized Activities

Funds may be used to support activities and instructional costs related to English literacy and civics education, including the costs of staff and instructors, materials and equipment, staff training, and support services, such as child care and transportation for program participants. Programs must provide a minimum of 20 additional instructional hours to the program per year. The design and implementation of the English Literacy/Civics program must incorporate the following:

1. appropriate intake/assessment procedures as outlined in SC's Adult Education Assessment Policy manual.
2. class offerings for students at all ESL federal functioning levels.
3. a contextually relevant curriculum that addresses the skills necessary for learners served by this funding to function in the multiple adult roles of family member, community member, and employee. Activities should address instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government.
4. an effective program design (including sufficient intensity and duration) to facilitate the participants meeting their educational, citizenship skills and employment goals. The program will maintain a staff with the educational background and English as a Second Language (ESL) experience to facilitate quality English Literacy and Civics Education program services; ESL teachers delivering instruction in its EL/Civics program must complete the SDE's Office of Adult and Community Education's course *Teaching English Literacy to Adult Learners* and must attend required regional training as offered through the Regional Adult Education Technical Assistance Centers (RAETACs).
5. provision of services to those most in need and hardest to serve.

The following are examples of civics outcomes that could be addressed in an EL/Civics grant.

Knowledge of School System:
- Uses educational opportunities in the community - Attends school conferences and meetings
- Advocates for issues/concerns of their children - Volunteers in schools
- Initiates communication with teachers/schools.

Health:
- Conforms to mainstream cultural standards in hygiene matters - Gets medication in a timely manner
- Takes preventive health measures - Locates medical resources
- Initiates and arranges for timely medical attention - Asks for a translator

- Participates in recreational and wellness activities

Community Resources:
- Uses community resources to locate cultural opportunities
- Attends community events
- Joins cultural or arts group
- Volunteers in community and neighborhood
- Uses library as a resource

Banking and Economic System:
- Fills out application for loan/credit, /bank account /mortgage/ system
- Expands the range of consumer options
- Decides on purchases based on appropriate information

Employment:
- Offers suggestions, grievances, complaints and opinions at appropriate times
- Retains employment
- Participates in team meetings
- Conforms to the culture of the workplace
- Uses resources (computers and newspapers) to find employment

Political Process:
- Registers to vote and votes
- Attends forums, meetings and caucuses
- Forms a community or action group
- Communicates with elected officials

Legal and Safety:
- Follows regulations and laws
- Volunteers in neighborhood crime watch or block club
- Reports crimes or fire
- Makes decisions based on understanding American belief and ethics
- Maintains car and apartment/home
- Maintains property to conform to community standards

H. Unauthorized Activities

These funds may not be used to support existing English Literacy (ESL) classes that do not incorporate Civics Education into their instruction.

I. Supplement, Not Supplant

AEFLA English Literacy and Civics Education funding received shall supplement and not supplant other state or local public funds expended for adult education and literacy activities. If current expenditures are being paid from state and local public funds, a funded applicant may not start paying for those expenditures from these subgrant funds. An applicant also cannot remove or transfer funding from this federally supported program to another program because this grant has been received.

J. Required Reporting

Funded applicants must submit NRS data quarterly: October, January, April, and July. Funded applicants will be required to complete continuation grant applications at the end of the

first year of funding. Final expenditure reports must be received by the SDE's Office of Finance no later than Friday, August 4, 2007. There is no carryover of funds.

Funded applicants must submit to the Office of Adult and Community Education an annual narrative report that includes a financial report, provides a description of successful activities and services supported with the grants funds, and includes the number of participants served.

K. Review and Selection Process

Each application for funds will be reviewed by two readers who meet established criteria for reviewers set by the SDE and who have substantial experience in the Adult Education and Literacy fields. Discussions among readers may occur after each reader has scored the application.

The maximum score for each application is 110 points. While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. No application with an incomplete or incoherent budget will be funded.

Each proposal will be reviewed and scored by two readers using the reviewers' scoring rubric. The two readers will discuss the application and will arrive at a consensus score for the application. Grant awards will be made, subject to the SDE's approval, beginning with the highest scoring application and progressing downward until all available funds are used.

The notification of awards and denial letters will be mailed four to six weeks after the deadline for submission of applications. After the selection process, a copy of reviewers' comments and score sheets will be mailed to each considered applicant from the Director of the Office of Adult and Community Education within the SDE.

L. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that the SDE does not fund has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

M. Competitive Priorities

Only those English Literacy/Civics programs that received funding in 2005–06, met all statutory requirements, and attained their performance measures may be eligible to receive up to a total of 10 extra points. These points will be awarded based on a review of 2005-2006 performance measures, EL/Civics activities/initiatives, and participation in training opportunities. All applicants who are asking for competitive priority consideration must indicate

their request for consideration on the *Previous Program Performance Statement* included in this application package.
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N. Selection Criteria

Grants will be awarded based on a point system that adequately addresses the following criteria:

Narrative Sections	Points Available
Need for Project	15
Project Purpose, Performance Measures, and Evaluation	25
Project Instructional Approach and Materials	30
Project Resources and Organizational Capacity	30
Total Points	100
Competitive Priority (bonus points)	10
GRAND TOTAL	110

O. Deadline and Submission Procedures

1. Only complete application packets will be reviewed or considered for funding.

2. Only applications that adhere to all of these guidelines and directions will be reviewed.

3. Applications will not be returned. Please keep a copy for your records.

4. An original and <u>two</u> <u>copies</u> of the application must be submitted.

5. The original must contain the original signature (<u>in</u> <u>blue</u> <u>ink</u>) of the authorized representative (e.g., superintendent) for the applicant. Stamped signatures will not be accepted.

6. Applications that are faxed or e-mailed will not be accepted.

7. Do not enclose the application in a notebook, binder, or folder.

8. Staple the application together in the upper left corner.

9. Applications must be <u>received</u> in Room 703 of the SDE no later than 4:00:00 p.m., Thursday, July 20, 2006. Postmarks have no bearing with respect to his deadline.

10. Applications should be addressed to:

<div align="center">

Theresa A. Fetner, Education Associate
Office of Adult and Community Education
Division of District and Community Services
South Carolina Department of Education
1429 Senate Street, Room 703
Columbia, South Carolina 29201

</div>

A. Application overview

Applications must be assembled in this order:

☐ Application Cover Page (original signed in blue ink)

☐ Previous Program Performance Statement

☐ Narrative
- Statement of Need
- Purpose, Performance Measures, and Evaluation
- Instructional Approach and Required Materials
- Project Resources and Organizational Capacity
- Program Information Sheet
- Information on Adult Education Teachers for EL/Civics

☐ Budget Form

☐ Required Forms
- Assurances
- Terms and Conditions
- GEPA Statement (see page 21 for guidance)

B. Application Narrative Format

Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered for funding. Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

Length of Narrative:	Maximum of **8** pages. This page limit excludes the cover page, previous program performance statement, program information sheet, information on adult education teachers form, budget form, and required forms.
Required Font/Font Size:	Times New Roman or Arial/Size 12
Margins:	1" on all sides
Page Numbers:	Bottom right
Spacing:	Double spacing throughout narrative. Charts and tables may be single-spaced.

C. Application Instructions

1. Applicant Narrative Content

    (a) *Needs Statement*
      (maximum of 15 points available)

- Explain and document the need for EL/Civics instruction based on your local community and individuals to be served.
- Describe the target population for the services proposed. How many people will be served per semester? Per year?
- How will you ensure services to those most in need?

    (b) *Purpose, Performance Measures, and Evaluation*
      (Maximum of 25 points available)

- Explain the *purpose(s)* of the proposed initiative. You may include a short-term and a long-term purpose(s).
- To establish your *performance measures*, complete the chart below (insert appropriate percentages for each performance level) and insert it into the narrative.

Project PERFORMANCE MEASURES	
Beginning ESL Literacy **Oral BEST: 0-15**	_____% of Beginning ESL Literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
Low Beginning ESL **Oral BEST: 16-28**	_____% of Low Beginning ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
High Beginning ESL **Oral BEST: 29-41**	_____% of High Beginning ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
Low Intermediate ESL **Oral BEST: 42-50**	_____% of Low Intermediate ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
High Intermediate ESL **Oral BEST: 51-57**	_____% of High Intermediate ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
Advanced ESL **Oral BEST: 58-64**	_____% of Advanced ESL enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.

- Explain the *evaluation procedures* for the initiative. Describe the program measurements. Program outcomes must be identified and evaluation methods and procedures fully described. Describe how you will evaluate the program's outcomes and prove, using scientific methods, if and how well the project worked. For NRS purposes, programs will need a pre-test and a post-test using Basic English Skills Test (BEST). Explain your intake

assessment procedure and the use of testing results in determining instructional content and methods.

        (c) _Instructional Approach and Required Materials_
           (Maximum of 30 points available)

Describe in detail the instructional approach and materials to be used and how this approach is intended to meet proposed objectives. Strategies and activities must be based on scientifically based, or evidence-based, interventions; they must be related to methods/design that the applicant will pursue to help the client achieve the goal; and they are those things that the target population (client) will do that will advance their abilities. Complete the *Program Information Sheet* and the *Information on Adult Education Teachers for EL/Civics* and submit these two forms with your application.

Activities are considered those tasks that the client does to achieve objectives. For example, in a classroom, activities are what the students do to learn.

Strategies are considered those tasks that are the catalyst to help the client achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students to do so that they learn.

        (d) _Project Resources and Organizational Capacity_
           (Maximum of 30 points available)

Describe the resources of the Adult Education program (human and otherwise) that will be used to implement the project and demonstrate how they are sufficient to meet project goals.

Document the local program's contribution to this initiative. Program must be willing to fund additional instructional hours. Explain the marketing techniques that will be used to recruit the ESL population.

All applicants must complete and submit the *Previous Program Performance Statement* included in this application package.

2. Application Budget

The Budget Form (included in this application package) should be used to provide an accurate budget for each year of the project. While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. No application with an incomplete or incoherent budget will be funded.

D. Reviewer's Scoring Rubric

Reviewer's Scoring Rubric	
Proposal Narrative	**Max. Points**
Statement of Need	_____/15
- The extent to which the need for EL/Civics instruction based on the local community and individuals to be served is explained and documented with current local facts and statistics. - The target population for the proposed services is clearly described, and the number of anticipated participants (per semester and per year) is included. - The application clearly explains how those most in need will be identified and served through the program.	
Purposes, Performance Measures and Evaluation	_____/25
- The application clearly identifies and explains the proposed program purpose(s). - The Performance Measure chart is completed and included in the narrative. - The completed Performance Measures indicate a high standard for program success. - There is a clear means to measure the program and the learning of the target population. - The extent to which the evaluation plan describes the kinds of data to be gathered, the way the data will be collected and analyzed, and the way the results will be presented can demonstrate that the objectives have been met. - The intake assessment procedure is explained - The application clearly explains how testing results will be used to determine instructional content and methods.	
Instructional Approach and Required Materials	_____/30
- The instructional approach is clearly described and explains how the approach will establish progress toward meeting performance measures. - The application identifies specific strategies and activities and shows how they are intended to advance student learning and achieve program measures. - The application identifies the materials to be used. - The extent to which the approach (activities and strategies) and materials are based on scientifically based, or evidence-based, interventions	
Project Resources and Organizational Capacity	_____/30
- The resources of the Adult Education program (human and otherwise) that will be used to implement the project are thoroughly explained and document. - The extent to which the application explains how these resources are sufficient to meet project goals. - The extent to which the application documents the local program's contribution to this program, especially how the program will fund additional	

instructional hours. ▪ The extent to which the marketing techniques that will be used to recruit the ESL population are clearly described. ▪ The Previous Performance form is completed and included in the application. ▪ The extent to which the applicant's previous performance regarding this program is described..	
Total Number of Points	____/100
Competitive Priorities (Bonus Points)	____/10
Federal policy requires that continuing 2005-2006 approved English Literacy/Civics programs will have a "preference" in the approval process for the coming year. Up to a total of 10 extra points may be awarded to continuing EL/Civics programs that were funded for 2005-2006. Scoring judgments for these points will be based upon a review of 2005-2006 performance measures, EL/Civics activities/initiatives and participation in training opportunities as noted on the *Previous Program Performance Statement* (page 14).	(e)
Grant Total Points	_____
Budget	0
The extent to which the resources are adequate for accomplishing the stated objectives and are appropriate for the proposed activities. The extent to which all costs, particularly those associated with personnel and equipment, are reasonable and appropriate given the nature and scope of the project. Applicants should ensure that the per-pupil cost is reasonable.	(f)

Reviewer's Comments
1. Strengths of this proposal:

2. Weaknesses of proposal:

3. Summary Comments:

PART III: REQUIRED SDE FORMS

	English Literacy/Civics Funding Application South Carolina Department of Education Office of Adult and Community Education Cover Page	FOR SDE USE ONLY Date Received: _____ Received By: _____

APPLICATION COVER PAGE

Applicant Information

Name of Adult Education Program	
Program Director	
Mailing Address	
City, State, Zip Code	
Telephone Number	

Adult Education Site Information

Site Location			
Contact Person			
Contact Person's Title			
E-mail Address			
Office Telephone		**Fax:**	
Mailing Address			
City, State, Zip Code			
Signature of Contact Person: _____			

Adult Education Site Information

Site Location			
Contact Person			
Contact Person's Title			
E-mail Address			
Office Telephone		**Fax:**	
Mailing Address			
City, State, Zip Code			
Signature of Contact Person: _____			

Certification: I hereby certify that to the best of my knowledge the information and data contained in this application are true and correct. The applicant's governing body has authorized this application and document, and the applicant will comply with the attached assurance if the grant is awarded.

_____   _____
Signature of Superintendent/CEO/Board   Date
Chair

_____   _____
Signature of Chief Financial Officer   Date

Previous Program Performance Statement

PREVIOUS PROGRAM PERFORMANCE STATEMENT

☐ We are eligible for and request consideration for the Competitive Priority Points

Name of Adult Education Program_____

Number of sites: 2004-2005 _____ 2005-2006 _____

Number of instructional hours offered weekly: 2004-2005 _____ 2005-2006_____

Total number of weeks program offered: 2004-2005 _____ 2005-2006 _____

Date classes began and ended: From _____/_____/2004 To_____/_____/2005
                                                    From _____/_____/2005 To_____/_____/2006

Complete this chart based on performance measures for 2004-2005 and 2005-2006.

PERFORMANCE MEASURES	2004-2005			2005-2006		
	Total Number Enrolled	Number Completed Level	Percentage Completing Level	Total Number Enrolled	Number Completed Level	Percentage Completing Level
ESL Beginning Literacy						
ESL Beginning Basic						
ESL Intermediate Low						
ESL Intermediate High						
ESL Low Advanced						
ESL High Advanced						

List name and date of SDE-sponsored classes or trainings attended by staff and teachers **involved in this initiative** and indicate how many participated.

_____

_____

_____

Briefly describe the successful EL/Civics activities and initiatives of your program.

_____

_____

_____

_____

_____

Program Information Sheet

PROGRAM INFORMATION SHEET FOR 2006–07

Name of Applicant: _____

EL/Civics Dates: From _____/_____/2006   To_____/_____/2007

Estimated Total Enrollment: ____

Complete the schedule chart below.

CLASS LOCATION (Building and Room #)	TIME	DAYS	# WEEKS PER YEAR	METHOD (1; 2; 3; 4)	SERVICES PROVIDED (5; 6; 7)

METHOD:
1. **Tutoring One-on-One**
2. **Small Group Instruction (3-6 learners)**
3. **Large Group Instruction (> 6 learners)**
4. **Computer-Assisted Instruction**

ADDITIONAL SERVICES PROVIDED:
5. **Childcare**
6. **Transportation**
7. **Meals**
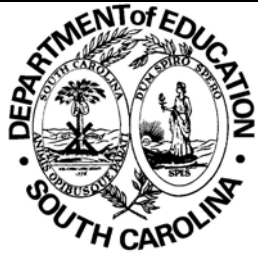
Information on Adult Education Teachers for EL/Civics

INFORMATION ON ADULT EDUCATION TEACHERS FOR EL/CIVICS

Complete for each teacher. Make additional copies as needed.

Name of Instructor:	Email Address:
Home Address:	
City/State/Zip Code:	
Education Level:	
SC Teaching Certificate Number:	Areas of Certification:
Years of Experience in Adult Education:	Registered for *Teaching English Literacy to Adult*
Years of ESL Experience:	*Learners:* ☐ Yes ☐ No

Name of Instructor:	Email Address:
Home Address:	
City/State/Zip Code:	
Education Level:	
SC Teaching Certificate Number:	Areas of Certification:
Years of Experience in Adult Education:	Registered for *Teaching English Literacy to Adult*
Years of ESL Experience:	*Learners:* ☐ Yes ☐ No

Name of Instructor:	Email Address:
Home Address:	
City/State/Zip Code:	
Education Level:	
SC Teaching Certificate Number:	Areas of Certification:
Years of Experience in Adult Education:	Registered for *Teaching English Literacy to Adult*
Years of ESL Experience:	*Learners:* ☐ Yes ☐ No

Name of Instructor:	Email Address:
Home Address:	
City/State/Zip Code:	
Education Level:	
SC Teaching Certificate Number:	Areas of Certification:
Years of Experience in Adult Education:	Registered for *Teaching English Literacy to Adult*
Years of ESL Experience:	*Learners:* ☐ Yes ☐ No

Budget Form

BUDGET FORM

Complete and submit this form so that the total requested funds equals $10,000. Programs will be expected to provide a minimum of 20 additional instructional hours to the project per year. You may insert text into the chart below as needed for clarification.

Object Category	Requested Funds for 06–07	In Kind from Applicant	Total for 06–07	Requested Funds for 07–08	In Kind from Applicant	Total for 07–08
Personnel (Teacher Salaries) (100)-40 instructional hours per year.						
Employee Benefits (200)						
Purchased Services (300). The maximum request for purchased services is $1,000.						
Supplies and Materials(400) Materials for Students (# of students x $25). The maximum request for supplies and materials is $3,000.						
Total	$10,000			$10,000		

Signatures

_____   _____
Adult Education Program Director   Date   Authorized Financial Official   Date

As the duly authorized representative of_____,
I certify that this applicant   (Please print or type name of applicant.)

A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.

B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

   The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.

D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.

E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.

F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2004)).

G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2004)) if the amount of this award is $50,000 or more.

_____   _____
Signature of authorized official   Date

_____   _____
Signature of authorized financial official   Date

A. **Completeness of Proposal**. All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.

B. **Termination**. The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.

C. **Travel Costs**. Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.

D. **Honoraria**. Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.

E. **Obligation of Grant Funds**. Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.

F. **Use of Grant Funds**. Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.

G. **Copyright**. The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

H. **Documentation**. The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.

I. **Reports**. The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

J. Audits

- Entities expending $500,000 or more in federal awards:

  Entities that expend $500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than $500,000 in federal awards:

  Entities that expend less than $500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

K. **Records**. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

L. **Reduction in Budgets and Negotiations**. The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

M. **Amendments to Grants**. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

_____   _____
Signature of authorized official   Date

_____   _____
Signature of authorized financial official   Date

INSTRUCTIONS FOR CREATING GEPA COMPLIANCE STATEMENTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

OUTCOME MEASURES DEFINITIONS			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	*Speaking and Listening*	*Basic Reading and Writing*	*Functional and Workplace Skills*
Beginning ESL Literacy Test benchmark: CASAS scale scores Reading 180 and below Listening 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) Literacy BEST: 0–7 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or very simple learned phrases.	Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g. own name). May have little or no comprehension of how print corresponds to spoken language. Individual may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.
Low Beginning ESL Test benchmark: CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136-145 Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) Literacy BEST: 8–35 (SPL 2)	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
High Beginning ESL Test benchmark: CASAS scale scores Reading: 191–200 Listening: 191–	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal

200 Writing: 146-200 Oral BEST 29–41 (SPL 3) BEST Plus: 418-438 (SPL 3) Literacy BEST: 36-46 (SPL 3)	slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

Low Intermediate ESL
Test benchmark:
CASAS scale scores
     Reading: 201–210
     Listening: 201–210
     Writing: 201–225
Oral BEST: 42–50 (SPL 4)
BEST Plus: 439–472 (SPL 4)
Literacy BEST: 47-53 (SPL 4)
	Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.)	Individual can interpret simple directions, schedules, signs, and maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).

High Intermediate ESL
Test benchmark:
CASAS scale scores
     Reading: 211–220
     Listening: 211–220
     Writing: 226–242
Oral BEST: 51–57 (SPL 5)
BEST Plus: 473–506 (SPL 5)
	Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main	Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications.

Literacy BEST: 53-65 (SPL 5-6)	descriptions and concrete terms. May have inconsistent control of more complex grammar.	idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors.	Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Advanced ESL Test benchmark: CASAS scale scores Reading: 221–235 Listening: 221–235 Writing: 243–260 Oral BEST 58 -64 (SPL 6) BEST Plus: 507–540 (SPL 6) Literacy BEST: 66 and above (SPL 7) Exit Criteria: CASAS Reading and Listening: 236 and above CASAS Writing: 261 and above Oral BEST 65 and above (SPL 7) BEST Plus: 541 and above (SPL 7)	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.